**Below is a sample syllabus that you can use to build your own Facilitating Career Development (FCD) class.**

Note: Minimum you may charge for the FCD class $950 excluding the book

**Checklist.** Does your syllabus have the following information?

|  |  |
| --- | --- |
|  | Course Description |
|  | Your Contact Information |
|  | Competencies |
|  | Number of “face-to-face” hours and how this will be accomplished |
|  | Grading |
|  | Refund Policy |
|  | Attendance Policy |
|  | ADA statement |

**SAMPLE FCD SYLLABUS WITH VARIOUS OPTIONS**

**[YOUR LOGO]**

**COURSE:** Facilitating Career Development (FCD)

**CONTACT HOURS:**

**EXAMPLE 1:** The 120 hour FCD Training program will include approximately 30 hours of classroom contact and a minimum of 90 hours out-of-class assignments. The assignments will include the eLearning DVD, researching websites, interviewing practitioners, creating resumes, developing case studies, writing assignments and preparing formal presentations. (Kristen)

**EXAMPLE 2:** Total of 120 hours. (break down for this example are in the description instead of being broken down here. See SAMPLE 1 below)

**NOTE:**A minimum of 24 hours is required in a face-to-face format. This includes the possibility of using a two-way interactive, synchronous communication tool like Zoom, Skype, Facetime or similar technology. Hybrid or all Face-to-Face.

**INSTRUCTOR:**

**Name / phone number / email / Contact information**

**COURSE DESCRIPTION:**

**EXAMPLE 1:**

This course covers twelve competencies outlined by the National Career Development Association. A minimum of 120 hours of instruction time is required. In recognition of busy, working schedules, we have created a class that reduces the in-class time to 5 class sessions, covering about 40 hours of “live” instruction time. The remaining instructional time includes a minimum of 50 hours of on-line discussions, web postings and email from your home or office, and 30 fieldwork hours visiting career websites, interviewing practitioners, and practicing skills in your own workplace.

Successful completion of this course is required for application to the following internationally recognized career certifications. (1) Certified Career Service Provider -CCSP through the National Career Development Association www.ncda.org (2) Global Career Development Facilitator certification through Center for Credentialing & Education for [www.cce-global.org](http://www.cce-global.org) (Jim Peacock)

**EXAMPLE 2:**

The Facilitating Career Development Program is a structured training designed to provide standards, training specifications and credentialing for career services providers. The program defines and differentiates various levels of career practice. This course is designed to familiarize career development practitioners with the necessary skills to assist individuals with life and occupational decision making throughout pre and post-

secondary lifespan. The course will explore the International curriculum and offer a network of customized resources for individuals to draw upon during and after the class time frame. The goal of this course is to give school Staff the tools and skills needed to assist students as they make current and future career, academic and life decisions. Through critical reflection, dialogue, experiential methods and service learning, the course will review a number of theories that pertain to career development, and learn how to apply them with students. The ultimate premise of the course is to build on current career development practices, paralleled with hands-on interactive opportunities. The training is approved for certification by the Center for Credentialing and Education

(CCE), a subsidiary organization to the National Board for Certified Counselors. (Sharon Givens)

**EXAMPLE 3:**

This course is intended for people employed in a variety of career development settings including business and industry human resource centers, employment agencies, career departments at colleges/universities, K-12 school systems, adult counseling/career centers, and vocational rehabilitation agencies. (Kristen)

**EXAMPLE 4:**

The entire Facilitating Career Development (FCD) certification curriculum focuses on training in each of the twelve career development competencies. It is intended to build on current career development knowledge with the support of hands-on interactive training and career development opportunities. This is designed to be the equivalent of 1 semester of a college level course.

This is the eLearning format of FCD training, with 80 hours online and by phone and 40 hours outside the scheduled assignments specifically focused on the 12 competencies.  All hours will be documented on in a Participation folder and approved by the FCD Instructor.

Upon successful completion, participants can apply for the National Career Development Association (NCDA) credential and/or the Global Career Development Certification (GCDF).  (LINDA)

**TEXTBOOK**: Facilitating Career Development.  Fourth Edition –

\*\**Note here whether it is included in your registration fee or not, and how to purchase it if is not in the registration fee.*

**COMPETENCIES**

There are twelve competencies covered in the course.

1. Helping Skills - Be proficient in the basic career facilitating process while including productive interpersonal relationships.
2. Labor Market Information and Resources - Understand labor market and occupational information and trends. Be able to use current resources.
3. Assessment - Comprehend and use (under supervision) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served
4. Diverse Populations - Recognize special needs of various groups and adapt services to meet their needs
5. Ethical and Legal Issues - Follow the CDF code of ethics and know current legislative regulations
6. Career Development Models – Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic background
7. Employability Skills - Know job search strategies and placement techniques, especially in working with specific groups
8. Training Clients and Peers - Prepare and develop materials for training programs and presentations
9. Program Management and Implementation - Understand career development programs and their implementation, and work as a liaison in collaborative relationships.
10. Promotion and Public Relations - Market and promote career development programs with staff and supervisors
11. Technology - Comprehend and use career development computer applications
12. Consultation - Accept suggestions for performance improvement from consultants or supervisors

**COURSE OBJECTIVES:** *Note: You should look at your class and determine which objectives you want to meet if you want to include objectives here. Each chapter also has a list of objectives which could also be referred to here)*

* Gain an understanding of your personality, interests, skills, values, and how these relate to occupational options.
* Become familiar with key career development theories
* Enhance your knowledge of the world of work.
* Identify strategies to assist others with developing lifelong skills associated with career decision making and career management.
* Develop techniques to assist others with making appropriate occupational choices and set realistic occupational/educational goals to include identifying the student’s client’s needs, strengths, and barriers.
* Define the helping skills (including attending, listening, reflecting, and encouraging) and apply the skills in an interview setting.
* Explain how to help students. establish long and short-term goals and use them as the basis of an action plan; cite methods used to assist the client to accomplish the plan.
* Describe different ways to facilitate career development via groups
* To gain the ability to explain the relationship between theory and assessment.
* Describe the importance of a professional code of ethics and determine which codes apply to Career Development Professionals.
* Describe methods that Career Development Professionals can use to decide if they are operating outside the limits of their knowledge and assigned scope of work and apply them to specific cases.
* Identify the multicultural characteristics of the American Workforce and its trends.
* Describe the characteristics that a culturally competent person uses in working with career clients.
* Critically evaluate career information and technological literacy
* Identify components of the job search process.
* List and describe the 12 steps of the program development process.

**ADDITIONAL REQUIREMENTS** (Here you could list all the various requirements of your course such as: case studies, chapter reviews, visits to career centers, portfolios, assessments, etc..)

NOTE: All CCSP applicants must complete the design of a career related program and instructors must verify the completion of it.

**EXAMPLE 1:**  Design a Career Related Program

A 6-9 page paper (double-spaced) and or a Powerpoint presentation is required for the final project. The paper should describe a career-related program using the 12-Step process as an outline (see Chapter 9 in the CDF curriculum). The outline in chapter 9 is required. The program can focus on any one of a number of career issues such as placement, awareness, exploration, decision-making, transitioning, diversity, or any program that is needed in a specific department or university services. This project would be of practical use of benefit for your client base and their career development. It should be a project that can and will be implemented at the university. This project may be completed by as a unit.  The topic needs to be approved by the instructor before moving forward with the project. Everyone must attend one of the project planning conference calls. See appendix for Rubric and schedule for project planning calls. (SHARON)

**EXAMPLE 2:** Develop an idea for a **new** career development program for your agency, preferably a program that you would really like to add or you think needs to be added to your organization’s offerings.  Use the first seven steps of the program planning model described in the text on pages 9-4 to 9-20 to put together a proposed plan. Bring enough copies of your plan for everyone to Class 5 and **be prepared to present your program plan. You will have 8 minutes. (JIM)**

**EXAMPLE 3:**

* All assignments must be completed on time whether they are online or live.
* All competencies must be passed to complete the course. Competencies are demonstrated by both observable practices in class and written assignments.
* An Employability Skills workshop will be developed and a portion of it will be presented in class.
* A Career Development Program will be outlined and a marketing plan developed.
* A Career Portfolio is due by the last class.

**EXAMPLE 4:**

Late Assignments:  Due to the nature of online classes, the assignments for

each competency need to be turned in on the week assigned unless other

arrangements have been made ahead of due date.

Missed Required Participation: If more than 20% of class time/participation is

missed it will be cause for non-completion of the course and ineligibility for

certification unless other arrangements have been made prior to end of class.

Plagiarism –   Plagiarism is the presentation of another person’s idea(s) or

product as the student’s own. This includes, but is not limited to the

following:

* Copying word-for-word all or part of another written work.
* Using phrases, charts, figures, illustrations, graphics, codes, etc. without citing the source.
* Except for common knowledge, paraphrasing ideas, conclusions, or research without citing the source.
* Using all or part of a literary plot, poem, film, musical score, Internet website or another artistic product without attributing the work to its creator.

Please don’t present work that is not your own, as it can’t be counted.

**COURSE ACTIVITIES:**

**EXAMPLE 1:**

We will use a variety of activities throughout the course which will include the following:

LIVE CLASSES:

Class discussion will be a large component of the “live” classes. (5 days)

Instructor presents mini-lecture information

Participants will present information at various times throughout the class.

We will have guest speakers

ONLINE / HOME

Peak-Careers Haiku Class website has a discussion area that is used for online discussions and posting assignments.

E-mail will be used for some assignments.

Reading of textbook and completing text activities.

Small group work

FIELD WORK

Transferring what you have learned in the class to your place of employment.

Visiting community resources and career centers and interviewing other professionals in the field.

**GRADING**

**EXAMPLE 1**: All assignments must be completed with a “P” Passing grade and must be completed on time.

**EXAMPLE 2**: Course Evaluation Criteria:

a. Attendance and active participation in all sessions

b. Completion of all assignments by the due dates

c. Documentation of fieldwork

d. Final presentation to the class, with professional handouts

e. Assignment will be scored as P=Pass, P+= Exceptional work and

( - ) if the assignment is not up to par and needs to be redone.

All graduates will have completed the assignments with a Pass.

**ATTENDANCE:**

**EXAMPLE 1**: Attendance is required. You must attend each session in order to

graduate. We understand that an emergency may arise, and we will work with you to ensure

success in the course, however, you may be asked to attend a make-up session for any missed

class. This may require payment of a rescheduling fee. All students will be expected to complete

all assignments on time regardless of missed sessions and be prepared to discuss information in class.

All assignments must be completed to receive a certificate at the graduation luncheon.

If a class cannot be attended, you must make up that session at a future CDF training course in

order to receive your certificate of completion. Ask your instructor for information on re-

registration – a $50 fee will be assessed. (Kristen)

**EXAMPLE 2:**  Attendance is mandatory.  I understand that emergencies happen, but because of the nature of this class where there are five live class days in order to demonstrate competencies, it is required that all participants attend all classes.  If you can not attend a class for any reason, you must discuss it with Jim and make up all work that demonstrates competencies covered that day. Makeup must be completed before the next live class or 30 days if it is the final class. (Jim)

**EXAMPLE 3:** CLASS ATTENDANCE AND PARTICIPATION POLICY

It is the policy of the \_\_\_\_\_ Training Team, in any face-to-face (F2F) classes / workshops / seminars to expect that any participant/student to attend said offerings and to participate to the fullest extent possible.  Since most corporate trainings are paid for by someone’s employer there is a reasonable expectation by that employer as well as the training team that students will attend and participate. *Your employer may have a policy regarding payment for this class being subject to your successful completion or said financial responsibility be transferred to you.  It is the policy of \_\_\_\_\_\_\_\_\_\_ Training Team to report to your employer your success or failure to complete this class.*

It is further the policy of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Training Team to furnish a syllabus to all registered participants/students prior to the first class or training session.  This syllabus in addition to outlining the course/training will clearly state the expected outcomes of the training as well as attendance and participation expectations.

Occasional absences for health and/or emergencies are unavoidable however if one of these unfortunate circumstances should occur it is up to the participant/student to inform the instructor(s) prior to the class/training.  This expectation too shall be noted in the syllabus.

It is understood that active participation in a classroom setting is not easy for everyone however it is the position of the \_\_\_\_\_\_\_\_\_\_\_\_\_ Training Team that the value of such participation outweighs any momentary discomfort.  In short, all participants/students will be expected to offer their thoughtful, respectful participation.

All students/participants will be expected to sign-in and to fill out and submit any class/training evaluation required by the instructors.

**POLICIES**

Due dates / Late assignments

Missed face-to-face sessions

**EXAMPLE 1:**

**TUITION REFUND AND GRIEVANCE POLICY**

It is the policy of\_\_your company\_\_\_ to, whenever possible; accommodate the participants involved in trainings, seminars and/or workshops, with regards to their satisfaction with those offerings.  In the event that a participant/student is unsatisfied with the training/seminar/workshop the instructors will cooperate to the fullest extent possible to rectify the situation.  If after attempting an amicable solution the participant is still unsatisfied they may, if they so choose, appeal directly to the \_\_your company\_\_\_for a final determination on the matter.

\_\_your company\_\_\_ in delivering training offerings *do not* have a tuition refund policy and payment for any training/seminar/workshop is expected upon invoicing.  However, *if* the training is offered under contract for another agency, association or funding source and they have a tuition refund policy; Corporate Training Team will adhere to that policy.

**EXAMPLE 2**

Refund Policy

All requests for refunds must be received, in writing. Email is preferred. Requests more than 6 weeks before class begins, 100% refund. Less than 6 weeks, refund of 50% of total cost of the class once class begins no refunds.

**CREDENTIALS FCD course is required for:**

Certified Career Services Provider (CCSP) through the National Career Development Association

Global Career Development Facilitator (GCDF) through the Center for Credentialing & Education

\*FCD class can also be used to apply for the Certified Career Counselors (CCC) by meeting the “Career Specialization” requirement.

ADA statement

**Special Needs:**   If you are a student with special needs or a disability, please contact me as soon as possible to discuss what accommodations will aid you in the learning process.